In historical perspective, exploration of social welfare, social policy, and the emergence of the social work profession. Philosophical, political and practical bases of social policies and programs.

II. Course Overview
This course traces the history of social welfare and within it the evolving role of social work. An analytic approach is used to highlight the social, economic, political, and philosophical forces that effect problem formulation and which lead to, or inhibit, changes in social policies and programs. An overview of current patterns of provision is given with an analytic framework which enables critical evaluation of social welfare provisions. Special attention is given to the values and perspectives of the society, groups-at-risk, the social work profession, and students.

III. Place of Course in Program
This is a required course for social work majors.

IV. Course Objectives
Upon completion of this course, students will be able to:

1. Describe and analyze the historical foundations of the contemporary US welfare state, social welfare policies and the social work profession.

2. Describe the concept of “social problems” and analyze the changing definitions of social problems.

3. Describe and critically analyze social welfare policies, from an evidence based and value based perspective. Apply a social, economic and environmental justice and human rights framework to the analysis of social welfare policies and programs.

4. Describe and analyze the role of various levels of government, the market, and the
voluntary sector in social welfare provision.

5. Describe and analyze the development and functioning of the main sectors of social welfare, such as health, income maintenance, housing, employment and training, and social services

6. Analyze the impact of social welfare policies on varying and intersectional forms of social inequalities, including those related to race, class, gender and gender identity, sexual orientation, age, disability status, immigration status and other social categories.

7 Describe and analyze historical and contemporary advocacy efforts, social movements, social work and policy strategies that helped to eliminate structural barriers, promote social justice and ensure the more equitable distribution of social good and rights.

V. School of Social Work Learning Goals.

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.

VI. THE COUNCIL ON SOCIAL WORK EDUCATION POLICY & ACCREDITATION STANDARDS

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE uses the Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org or by accessing the link on the Rutgers School of Social Work homepage. The Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. This course will assist students in developing the following competencies:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.
Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: (1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; (2) assess how social welfare and economic policies impact the delivery of and access to social services; and (3) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

VII. Required Texts and Readings

There is one required text for this class (don’t worry. It’s fairly inexpensive):

Patterson, James T. (2000). *America’s Struggle Against Poverty in the Twentieth Century*, Cambridge MA: Harvard University Press. You can get it from the University bookstore (check to make sure they’ve got it in) or from Amazon. Priced between $9 used and $20 new. See this link:

https://www.amazon.com/Americas-Struggle-Against-Poverty-Twentieth/dp/0674004345/ref=sr_1_1?crid=3IMYZIAPXVDIX&dchild=1&keywords=america%27s+struggle+against+poverty&qid=1629304878&sprefix=America%27s+strugg%2Caps%2C209&sr=8-1

SWPS I Course Readings.

There is no required textbook for this class. All articles are available on the CANVAS course webpage, via electronic reserve or through a weblink on this syllabus. To access the electronic reserves, visit the libraries website at [www.libraries.rutgers.edu](http://www.libraries.rutgers.edu). For articles on electronic reserve, most are listed under the name of Teaching Professor Eric Lock, SWPS I undergraduate. Any additional articles will have a hyperlink in the syllabus. I recommend that you use the CANVAS site to find your electronic readings. The e-reserve contains readings for any section of SWPS (even older versions) and is organized by article title, making it much harder to find readings efficiently.

VIII. Course Policies and Requirements

Students are expected to attend class and to complete readings on a timely basis so that they can participate effectively in class discussions. All readings are required except for the “additional recommended readings” which are suggested. In addition, students are expected to take leadership roles in class discussion or exercises. Three missed classes and/or excessive lateness will result in a grade reduction and could result in course failure.
Email

Please note that all students in this course are required to have a Rutgers University email address. Emails will not be sent to other addresses. Course notices, including information related to the weekly discussion topics, weekly lecture outlines, and revisions in due dates and assignments, will be sent to these addresses. If you do not have a Rutgers email address or are not receiving emails for this course, please contact the RU HelpDesk at 732-445-HELP (4357).

When contacting the instructor by email, you must identify yourself fully by name, class title and section number in the subject header of your email. I will check my email daily. I will respond to course related questions within 24–48 hours.

Technology Use in the classroom

Students may of course use laptops and tablets in order to follow and make notes on lectures or to view handouts. I strongly discourage the use of phones in class. If you need to make a call or send a text, you must do so outside the classroom. Use of phones in class will affect your participation grade. The only exception to this may come up if we have occasion to use cell phone polling technology at some point in the class.

IX. Assignments and Grading

1. Introductory Personal Essay 5%
2. Policy Discussion Board: 15%
3. Income Inequality Data Analysis 10%
4. Midterm Exam 30%
5. Final Exam 30%
6. Attendance & Participation 10%

Policy Discussion Board (15% of final grade).

You are required to complete a total of eight Discussion Board submissions. For most weeks, I will post a few questions of the week in the module area of the course web page. These questions will ask you to comment on the main points in the readings that I want to emphasize (and that will be relevant to the mid-term and final exams). Students will be expected to submit comments on at least ONE of the questions of the week for: Weeks 3-6 and weeks 9-11.

For each week where there is a discussion board posting, you will be responsible for…

1) Comments on ONE of the questions of the week.
   a. Due: by Monday at midnight
   b. Length: About half-page (~200 words).

You will receive full credit for this aspect of the course if you submit satisfactory responses to the questions of the week. You may also submit commentary on another student’s response to a question. Submission of engaging responses will be augment one’s participation & attendance score.

This is what I call a “due diligence” assignment. That is: your response will not be graded on whether or not you got the questions “right.” Rather, your response will be deemed satisfactory if
you demonstrate true engagement in your response to one of the questions of the week. “True engagement” with one of the questions of the week means that your answer stems directly from the readings (i.e. it shows that you have done at least one of the readings) for that week. Remember: you do not have to answer ALL of the questions of the week. They are there to get you thinking about the readings and the theme for that week. You may, of course, answer multiple questions, but you don’t HAVE to. You’re fine as long as you address at least ONE of the questions.

Be prepared to discuss the question or questions you addressed in your discussion post during class. Probably the best way to study for the Midterm and Final Exams is to diligently read, reflect on and address the questions of the week in the discussion forum.

I will track your submissions and on occasion, where I feel it is appropriate or needed, I will respond to your submissions. Because of the volume of submissions, do not expect to find a response from me every week. If there are issues/questions about which you really would like to get my feedback, shoot me an email and I will do my best to reply within the week.

**Short Written Assignments: (15% of final grade)**

- **Introductory Personal Essay** (5%) Due Week 1 Friday, September 10 11:59pm. *This is a simple assignment. See instructions in week one module on the course canvas page. You will submit a 2 page (600 words) essay.*

- **Income Inequality Assignment** (10%) Due 11:59pm, Monday, Nov.29 Length: About 4 double-spaced pages (approx. 900 words). *See course webpage for specific instructions for this assignment.*

**Resource for researching income inequality Assignment:**
Economic Policy Institute’s *State of Working America* Website.
http://www.stateofworkingamerica.org/ focusing on tables and brief text in the following areas:

- Income Inequality, Poverty, Wages and Compensation, Wealth, Mobility

**Midterm exam. Week 8 (30% of final grade)**
The midterm will cover lectures and reading materials from weeks one through eight and will include both short answer and essay components. The midterm will be held in class and students will be allotted an entire class session to complete it.

**Final exam. Finals Week. Date TBA (30% of final grade)**
The final exam will cover lectures and reading materials from weeks one through fourteen and will include both short answer and essay components. The final will be held in class and students will be allotted an entire class session to complete it.

**Class participation and attendance**, students are expected to attend in-person class and to complete readings on a timely basis so that they can participate effectively in class discussions. I take attendance for each class session.

My attendance & participation scoring is as follows:
1. Half of your attendance & participation grade (5 pts) is based on timely attendance the other half is based on your participation in class (asking questions and making comments during lecture). Students can also augment their participation scores by submitting thoughtful responses to other students’ commentary on the discussion board.

2. Here’s how the absence policy works:
   a. There is no penalty for your first absence.
   b. Students lose 1 point (of five) for their second absence;
   c. Students lose an additional 2 points for their third absence;
   d. Students lose 2 more additional points for their fourth absence and I have to report the student’s name to the BSW administration in order to assess whether or not the student can continue in the class (so let’s just not go there 😞).

3. Last point: tardiness can also affect your attendance score. Each tardy instance is treated like 1/3 of an absence. In other words, if one is tardy 3x, it equals 1 absence.

4. More than three missed classes and/or excessive lateness will result in a grade reduction and could result in course failure.

Note: my attendance policy is a “no questions asked” policy. If you need to miss a class, that’s OK. You are adults. I do not require an excuse or a doctor’s note. I do not do “excused absences”. That’s what the “first absence=no penalty” is for. I adopt this policy out of respect for your maturity and out of respect for your privacy. If a health or other extreme situation arises that you think will cause you to miss multiple class sessions, please notify me and we can discuss what to do about it. Limited exceptions to the attendance policy may be granted, but I must emphasize: this is exceedingly rare.

Late assignments will be accepted only under highly unusual circumstances and with a minimum of a 48-hour notice to the instructor. Late assignments will be penalized with a 5 point deduction for missing the initial deadline and a 10 point deduction for being more than one week late. Late submissions to the discussion board work essentially the same way, but the late penalty scoring is a little different. Late discussion entries lose 25% of the score.

Writing quality: Please note that the quality of your writing will affect your grade. You are expected to edit and proofread your written assignments several times. If you believe you need assistance with your writing, please contact the Student Learning Centers at https://rlc.rutgers.edu/ for assistance with writing. And of course, all written work—be it for assignments or on exam essay questions—must be in your own words. We use TURNITIN technology to track authenticity of your written work. Please see the academic integrity statement at the end of the syllabus for more clarity on plagiarism.

VIII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. In addition, the instructor will ask students to participate in an anonymous mid-point course evaluation and will elicit student feedback regarding the course content and instructional methods throughout the semester. If students are having difficulties with the course or have constructive suggestions, it is highly recommended that they inform the instructor.

IX. Course Outline
A variety of methods are used including lectures, discussions, exercises and assignments, readings, videos or guest lectures, and student presentations.

### Week by Week Summary of the Semester

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<th>Week</th>
<th>Theme</th>
<th>Work Due</th>
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<td>1</td>
<td>Introduction and Overview of the Class: Thinking from a structural perspective</td>
<td>Introductory Reflection Essay  Due: Friday, Sept. 10 midnight</td>
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<td>2</td>
<td>Social Policy in a Stratified Society: Race, Class and Ascriptive Characteristics</td>
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<td>The Colonial Period &amp; the legacy of the English Poor Laws</td>
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<td>The New Deal &amp; the Creation of the Modern Welfare State</td>
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<td>The Post WW II Era: The Great Society</td>
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<td>The Reagan Revolution: The Conservative Tide</td>
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<td><strong>Thanksgiving Week: No Class Nov. 23&amp;24</strong></td>
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<td>12</td>
<td>After the Revolution: The Rise of Structural Inequality</td>
<td>Economic Inequality Data Analysis. Due midnight Monday, Nov. 29</td>
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<td>13</td>
<td>The Legacy of the Reagan Revolution: Welfare Reform</td>
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<td>14</td>
<td>FINAL EXAM</td>
<td>Exam time and location TBA</td>
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</table>

**A note on the course schedule for Fall Semester 2022:** Due to some highly unusual circumstances in the academic calendar in Fall 2022, we were forced to drop a week of content, and to squish together two weeks of content into one class session. This is regrettable, as it prevents our review of American Welfare State History from reviewing the post-2000 era. To the extent possible, we will make some resources available (on the Canvas Pages) to students who
would like to review this content on their own time. Anyone who would like to follow up further on this may contact lead instructor Eric Lock at el586@ssw.rutgers.edu or 608 334 4101.
Weekly Topics and Readings

Section I: Definitions and Concepts

By the end of this section, students will be able to:

1. Outline the major topics relevant to a course in social welfare policy
2. Define social justice, identify the dominant social justice perspectives behind conservative and liberal views of the welfare state, and identify the limitations/omissions of both of these dominant views.
3. Define the difference between attitudinal and institutional racism; define the meaning and distinctive significance of structural racism.
4. Appreciate the difference between structural and individual or behavioral analyses of social problems.
5. Recognize the different dimensions of the social justice conversation in social work, noting differences between social, economic, and environmental justice, as well as justice notions based in a recognition of universal human rights.
6. Define a social welfare state by its functions and moral justification.
7. Understand what commodification and decommodification mean.
8. Identify the determinants of social welfare policy including social values and beliefs; social conflicts; and historical, political, economic and social conditions.

Week 1: Introduction: the role of Social Work in a Racialized Stratification System


Recommended but not Required:


Online Resources for deeper understanding of the Structural vs. Individual Explanations of Poverty:

- Good Summary of Sociological Approaches to Studying Poverty and Inequality https://socialsci.libretexts.org/Bookshelves/Social_Work_and_Human_Services/Social_Problems_-_Continuity_and_Change/02%3APoverty/2.03%3A_Explaining_Poverty
- Another Good Online Summary of Sociological Theories of Poverty https://courses.lumenlearning.com/suny-socialproblems/chapter/1-2-sociological-perspectives-on-social-problems/
Week 2: Understanding Institutional Racism Institutionalized Forms of Oppression


See Canvas Page for additional optional reading resources on institutional racism, structural analysis and the state of argumentative conversations in America today.

Assignment: Introductory Essay. Due Friday, September 10th, 11:59pm


Week 4: What is a Welfare State?

By the end of Week 3, students will be able to:
1. Define what is a welfare state
2. Understand the political, economic and historical determinates of the shape and form of welfare states in general and the United States in particular.
3. Identify the determinants of social welfare policy including social values and beliefs; social conflicts; and historical, political, economic and social conditions


Section II: The Emergence of the American Welfare State

By the end of this section, students will be able to:

1. Explain the English Poor Laws in America and analyze their contemporary implications for American social welfare
2. Describe and analyze themes common to contemporary policy development related to the historical categories of the deserving and undeserving poor
3. Explain the significance of reconstruction and analyze the role of the federal government in ensuring political and civil rights during this period
4. Describe and analyze progressive era social welfare policies, such as mother’s pensions, and consider their implications for contemporary social welfare
5. Describe the emergence of the social work profession and consider how these historical origins continue to influence social work today
6. Describe the emergence of the modern welfare state: differentiate public assistance programs from social insurance programs and analyze these in relation to residual and institutional approaches to social welfare
7. Describe the contemporary connections of the social safety net to its conceptual origins of cash assistance, social security, Unemployment Insurance, et al.

Week 5: Poor Law Tradition and the New Country. Problems, needs and rights: Colonial Period to the early 1800s.


Optional Further Reading


Foner, Eric (2005). Selections from, Ch. 3 (76-100), Ch. 4 (107-118 & 121-124) and Ch. 5 (128-138 &141-149). In Forever Free New York: Alfred A Knopf.


Required Video Viewing:

The American Experience. Reconstruction: The Second Civil War. Part One: https://www.youtube.com/watch?v=KMCRF7g5ptM
https://www.youtube.com/watch?v=S0GvRBW9N2w&t=603s

**Optional Further Reading:**

**Resources for watching the film:**
https://www.pbs.org/wgbh/amERICANexperience/films/reconstruction/

**FURTHER VIDEO WATCHING** (if you just can’t get enough of Reconstruction History!)
Heath Cox Richardson Lecture: “How the South Won the Civil War: Oligarchy, Democracy and the Continuing Fight for the Soul of America”


**Week 7: The Progressive Era: Emerging Concepts of Social Work and Social Welfare from 1900 to 1930.**


**Optional Further Reading:**


**Week 8: MID-TERM EXAM**

*Honor Pledge*
“To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this examination.”

Section III: The Modern American Welfare State

By the end of this section, students will be able to:

1. Describe the significance of the Great Migration and The Civil Rights Movement and analyze their relationship to contemporary racial inequality and structural racism.
2. Analyze the programs of the War on Poverty and Great Society
3. Discuss the contemporary connections with the social programs of the 1960s-HeadStart, Community Action, Medicaid, Medicare
4. Describe the goals and philosophy of the Reagan administration: including devolution, decentralization, privatization; individual responsibility and supply-side economics—and analyze their effects on social welfare policies
5. Describe the programs and philosophy of the Clinton administration including neo-liberalism; welfare reform; EITC; Family Leave Act

Week 9: COMBO WEEK: The Depression and the New Deal & Conceptualizing the social welfare system in the U.S: Will America form a Residual Welfare State, or an institutional Welfare State? And how does this choice impact a Racialized Social Hierarchy?

The Great Depression & The New Deal:


The American Welfare State


Optional Further Readings


Week 11: The Reagan Revolution: the Conservative Tide of 1980s


Further Resources (non-mandatory)


Week 12: After the Revolution: The Rise of Structural Inequality


http://www.irp.wisc.edu/publications/focus/pdfs/foc261a.pdf


Further Resources:

Economic Policy Institute’s State of Working America Data Page
http://www.stateofworkingamerica.org/

Assignment Due: Income Inequality Analysis. Due: Monday, Nov. 29th 11:59pm


http://www.irp.wisc.edu/publications/focus/pdfs/foc261c.pdf

Optional Further Readings


Week 14. FINAL EXAM: Location and Time TBA

X. Academic Integrity

All work submitted in a course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition. Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise.

To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: "Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course.

Some common examples of plagiarism are:
*Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
* Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
* Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
* Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Patricia Findley at pfindley@ssw.rutgers.edu The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

XI. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: dsoffice@rci.rutgers.edu<mailto:dsoffice@rci.rutgers>, Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Students who are taken courses in Camden should contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden Learning Center, Armitage, Hall, Room 231, 311 N. 5th Street, Camden, NJ 08102, email address: tpure@camden.rutgers.edu<mailto:tpure@camden.rutgers.edu>. Students who are taken courses in Newark should contact Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350 ML King, Jr. Boulevard, Newark, NJ 07102-1898.. Any student, who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.